

Civic Engagement Update

Inside this update:

Curriculum Supplements	2
A Member's Perspective	2
Energizers	3
Atlas Update	4
CE Project Pictures	4

Contribute to the Civic Engagement Updates

Share your success stories and pictures with the rest of the Washington Service Corps! Do you have tips on the C.E. process or suggestions for the next update? We want to hear them!

Please send all stories, pictures, tips, and suggestions to Donna Olson at dolson@esd.wa.gov.

Teams Complete CE Projects on King Day of Service

Several Washington Service Corps (WSC) teams scheduled their CE service projects for the Martin Luther King, Jr. Day of Service. These projects covered a wide variety of activities, from environmental restoration and clean-up from the fall floods to assisting with cultural events associated with MLK Day.

The Washington Reading Corps (WRC) team based at ESD 112 chose to assist with flood clean-up efforts in Doty (near Chehalis). The area was one of those hit hard by the December flooding, and many members spent the day clearing debris from mud or helping install insulation. One member reflected, "They were so grateful

and we were happy to contribute, to be part of a long line of work crews slowly making their house back into their home."

The Northwest Leadership Foundation's team also chose to schedule their CE project on MLK Day. They assisted with a local celebration honoring the work of Dr. King called "Redeeming the Prophetic Tradition".

The Northwest Washington Reading Corps (NWWRC) team went through the *Roadmap* curriculum in smaller, regionally-based clusters with culminating projects on MLK Day. Their projects included a

food drive, environmental restoration projects, a free market, donation drives for youth in foster care, and an intergenerational "Read with Me" event.

Community Youth Services' WRC team organized their CE member training similarly to the NWWRC, with regionally-based clusters working through the curriculum to plan an MLK Day project. Their projects also covered a wide range of activities, including a fundraiser for the Humane Society.

More pictures of recent CE projects are on page four of this Update.

Civic Engagement at SERVES

Although there are not going to be any CE-related workshops that have mandatory attendance at this March SERVES, Mike Beebe will be facilitating "Youth Group Facilitation Skills 201: Mastering the Art of Facilitating the Civic Engagement Curriculum".

This workshop is designed to help members build skills for facilitating the *Roadmap* with youth and will utilize sections of the *Roadmap* for experiential learning activities.

The 201 workshop will build on what was covered during Mike's Youth Facilitation workshop at the October SERVES and should be useful both for members who attended his fall workshop and those who didn't.



ESD 112 members take a break from flood clean-up to pose for a group shot.

There will be several other workshops that can help members build skills for different parts of the CE process. Subjects will include working with youth, creating community partnerships, and planning and publicizing service projects.

Supplementing the *Roadmap* Curriculum

One of the purposes of going through the *Roadmap* with members is to offer a “train the trainer” opportunity to them to gear up for facilitating the curriculum with youth. However, increasing members’ understanding of what civic engagement is and empowering them to be more engaged is an equally important goal.

One way to do this is by supplementing the *Roadmap* with other activities and discussions throughout facilitation. Some resources that may be good places to look for discussion pieces have already been shared with project supervisors and will be included as part of the CE Atlas as it is developed.

Many of those were general resources. The online resources sent out can be utilized best as places to start looking for CE-

related information. In addition to those, American Rhetoric (<http://www.americanrhetoric.com/>) is a good place to find full texts of famous American speeches.

Here we will share specific essays and articles with which to generate discussion. Many of these were found through the resources previously sent out.

Current Events and News

- “Deep Divide in Primary Youth Vote” (http://www.civicyouth.org/PopUps/PR_08_inequality.pdf)
- “Dissonant Discourse Turning Off College Students to Formal Politics” (<http://www.civicyouth.org/PopUps/CSTPrelease.pdf>)
- “The Future of American Democracy: A Mixed Picture” (http://www.civicyouth.org/PopUps/06_CPHS_PR.pdf)
- “Leader as Social Advocate: Building Business by Building Community” (<http://www.leadertoleader.org/knowledgecenter/journal.aspx?ArticleID=23>)

- “Vanderbilt Class Explores Genetic Link to Voters’ Behavior” (<http://www.ascibe.org/cgi-bin/ behold.pl? ascribeid=20080303.115728&time=12%2015%20PST&year=2008&public=1>)

Historical Speeches

- “On Women’s Right to Vote” by Susan B. Anthony (<http://www.sojust.net/speeches/susananthony.html>)
- “Chief Joseph Speaks: Selected Statements and Speeches” (<http://www.pbs.org/weta/thewest/resources/archives/six/jospeak.htm>)
- “Inaugural Address” by John F. Kennedy (<http://www.americanrhetoric.com/speeches/PDFFiles/John%20F.%20Kennedy%20-%20Inaugural%20Address.pdf>)
- “Letter from a Birmingham Jail” by Martin Luther King, Jr. (<http://coursesa.matrix.msu.edu/~hst306/documents/letter.html>)

“I know now how capable I am of motivating myself and others for issues I believe in.”

~Andrea Avila

Perspectives: A Member’s Thoughts on CE

Member: Andrea Avila, EarthCorps
Team CE Project: Really Free Market

Andrea Avila, a first year member with EarthCorps, found the CE process empowering. “I know now how capable I am of motivating myself and others for issues I believe in,” she says.

Prior to her AmeriCorps term, Andrea had participated in other civic activities, including a “Get Out the Vote” event that encouraged voter turn-out in low-income, primarily non-white neighborhoods in her community. She still hadn’t expected to step into a leadership role during the CE process, however.

“There were no official ‘leadership’ roles that were doled out, but some of us stepped up to take on a larger responsibility role,” she says. “People whom I did not predict to take on leadership roles (myself included) came through the process empowered and sure of themselves.”

The process helped Andrea start looking at herself differently as a leader. Instead of continuing to let herself fall accidentally into leadership roles, she’s begun to see her own leadership style and “have faith in my abilities to handle

situations and problem-solve.”

“One of my favorite things was the amount of self-empowerment that arose both with people who attended our event and those who facilitated it,” she says. “Through our event people were fed, able to find clothing and other items they needed for free, and develop relationships with people they live around but don’t necessarily interact with on a daily basis. CE to me is all about facilitating change and helping to build something that genuinely helps both individuals and communities.”

Breaking the Ice and Raising the Energy

Fun Energizers and Ice-Breakers to Keep in Your Back Pocket



It's always helpful when facilitating to know a few short energizers (or ice-breakers, team-builders, games) well enough to use them whenever participant energy is waning.

Since one of the goals of the *Roadmap* is to build community amongst

participants, energizers are useful not only to keep participants motivated and engaged, but also because they help create that community.

These ice-breakers come from a variety of sources, and an online search for "theatre games" or "ice-breakers" can

point you to many more. Practice a few with your group of facilitators so that everyone feels comfortable facilitating at least one of them whenever it's needed.

Each of these games can be done in under 10 minutes and can be effective with both youth and members.

Dance Circle

Set Up: You'll need a large, open area and a music player of some kind, as well as fun, appropriate music. Participants should stand in a circle.

How to Play: Dance music is turned on and one person starts by doing an easy movement to the music. The movement can be as simple as nodding in rhythm. Everyone else in the circle follows their lead and starts doing the movement as well. After about 10 seconds, the person standing next to them in the circle (choose beforehand which way the dance will move around the circle) starts a new movement for everyone to do. This continues around the circle until everyone has created a movement. You may want to spread your facilitators out in the circle with several participants between each of them to ensure that the energy keeps moving.

Categories

Set Up: An open area would be preferable. Participants should sit or stand in a circle.

How to Play: A one-two rhythm is established. This can be done with a clap-snap or slap (on the legs)-clap. Once the rhythm is established, one person says in rhythm, "I am thinking of _____," naming a category (e.g. fruit, sports, U.S. capitals). The naming of the category doesn't need to fit into one beat. On the next beat, the person next to them names something from that category, and it goes around the circle until everyone has named something in that category.

Here's an example of how the rhythm would go:

(Slap) (Clap)

"I-am-thinking-of-fruits" (Clap)

"Apples" (Clap)

"Oranges" (Clap)

"Bananas" (Clap)

The chosen category can also focus on civic engagement, using categories such as ways or reasons to be involved in my community. This would be a slightly more difficult version of the game, so you may want to have a first round using something simpler and then do a civic engagement round after that if there's time.

Yes, Let's!

Set Up: You'll need a large, open area.

How to Play: Participants all stand in an open area. Any participant calls out a suggestion for an activity to do (e.g. "Let's play basketball!"). Everyone else responds with a loud, "Yes, let's!" and starts to mime doing the activity. After miming this for a short time, someone else can suggest an activity in the same way with the same loud response. Since there isn't a specific order of participation, most likely not all participants will have a chance to suggest an activity, and facilitators should be ready to jump in with a suggestion in case one mime starts to drag on too long without another participant suggestion.

Mime it Down

Set Up: Participants should form a line with everyone facing the back of the person in front of them. With a large group, it may be best to split into groups of 8-10.



How to Play: Participants use mime to communicate a message down the line and are not allowed to talk at all. The first person starts with something that they have to communicate to the next person in line, usually an object of some kind (e.g. Jack-in-the-box, computer, house). They tap the person in front of them, who turns around so they're facing each other. The first person mimes what they are meant to be communicating without speaking. When the second person thinks they understand what is being communicated, they nod at the first person and turn to tap the next person in line. They then mime what they think the object is, and this continues down the line to the last person. The goal is for the object to be the same for the last person as it is for the first, but most likely it will be something entirely different. This can also be done using civic engagement concepts and unit themes.



Completed Atlas Documents

- ☐ A "Crash Course" to the *Roadmap*
- ☐ *Roadmap* Flowchart of Outcomes
- ☐ Most Exciting Introduction to CE Ever
- ☐ *Roadmap* Adaptation Guidelines and Submission Form
- ☐ Finding a Youth Partner: Guide
- ☐ Finding a Youth Partner: Tips from the Field
- ☐ Questions to Consider and Issues to Discuss with Youth Partners
- ☐ Youth Partner Site Worksheet
- ☐ One-Pager for Potential Youth Partners
- ☐ Working with Middle-School Aged Youth
- ☐ A Few Funding Ideas
- ☐ Acquiring Funding and Supplies: A Few More Ideas
- ☐ Resource List for Acquiring Funding and Supplies
- ☐ Debriefing Each Unit as a Team
- ☐ Principles of Adult Learning

An Update on...

THE CIVIC ENGAGEMENT ATLAS

The development of the CE Atlas continues with the two new resources sent out with this update: "Acquiring Funding and Supplies: A Few More Ideas" and "Resource List for Acquiring Funding and Supplies".

Thank you to the Project Supervisors who contributed their wisdom and experience in the

development of these resources.

Currently, resources are being developed for the Youth Facilitation section of the Atlas, which will be able to be printed as a Facilitator's Guide for members directly facilitating the *Roadmap* with youth.

A similar set of resources will create a

Facilitator's Guide for facilitating the curriculum for members. This resource will be developed so that it can be used in the 2008-2009 Program Year.

If you do not have any of the documents listed on the left, please email Donna Olson (dolson@esd.wa.gov) to receive copies.



Members of EarthCorps pose with the sign for their Really Free Market, which took place in late January.



CYS members from the Fort Lewis cluster and volunteers pose with their donation box for the Humane Society on MLK Day.



ESD 112 member Apryl Corey shows off her mud during their flood clean-up project on MLK Day.



People peruse the items available at EarthCorps' Really Free Market while a group does yoga.